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ABSTRACT

Student and instructor course outlines are provided for a seminar designed to relate individual freedom to the work experiences of students presently on internships. First, the guide for the instructor identifies the seven sections of the course: "What Is Freedom?"; "Freedom and Your Internship"; "You and Your Co-Workers"; "How Much Freedom Do You Want?"; "Employer/Employee Rights and Responsibilities"; "Are Work and Freedom Compatible?" and the seminar evaluation. For each topical section, the outline details: (1) objectives, e.g., identification of the concept of freedom, the degree of freedom on the internship, how freedom relates to interactions with other workers, the importance of responsibility to the individual, and the qualities important to the person in his/her job; (2) discussion questions intended to make students examine their views on work and freedom, e.g., "How do you feel on the job?" and "Are you allowed to make mistakes?"; (3) field assignments, such as keeping a log on the internship and investigating certain aspects of the job situation; and (4) a list of readings. Additionally, objectives and procedures for evaluating the seminar are provided. The course outline for students presents overall course objectives and provides detailed instructions and questions for five field assignments. (HB)

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INDIVIDUAL FREEDOM AND WORK EXPERIENCE

A Seminar prepared for students who have taken Introduction to Philosophy and who are presently on internships.....

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LaGUARDIA COMMUNITY COLLEGE
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I - WHAT IS FREEDOM?

Objectives:

1. Reintroduce the concept of freedom.
2. Identify a working definition of freedom.
3. Establish a personal perception of the relationship between work and freedom.
4. Specify use of daily log/journal to record observations and feelings.

Discussion Questions:

A. Are work and freedom compatible? Students will be asked to write for ten minutes on this question. Discussion will follow.

B. What is freedom to you? Discussion.

C. Review of the concept of freedom from Introduction to Philosophy. (Absence of physical and psychological constraints, setting own limits, control over environment, etc.)

D. Field Assignment: By keeping a daily log on the internship, students will make entries, based on their observations and feelings, in response to specific questions assigned at the end of each session. The entries should respond to those questions that are most meaningful to them for that day, but each question must be answered at least once during the assignment period. Students will also write a statement at the end of the week summarizing the observations and responses to the questions.

   QUESTION: To what extent are you free on your job? (There will be a review of the techniques of keeping a log at the next session.)

   READINGS: Terkel, Working, Intro: xiii; Sharon Atkins: pp. Tom McCoy: pp. 588-590.

II - FREEDOM AND YOUR INTERNSHIP

Objectives:

1. Identify specific and concrete instances of freedom or the lack of it on the internship.
2. Identify different degrees of freedom or lack of it on the internship.
3. Clarify the decision-making process experienced by students in the selection of an internship.
4. Evaluate use of daily log to record observations and clarify feelings.

Discussion Questions:

A. Students will share several daily entries from the log and discuss the techniques in maintaining a log. Observations will be compared.

B. To what extent do you feel free on your internship?

1. How do you feel on the job?
2. Are you allowed to make mistakes?
3. Is there a lot of pressure? What kind?
   a. personal
   b. self-inflicted
   c. political
   d. work overload
   e. social, etc.
4. What are the rules on the job, and how do you feel about them?
5. Why did you select this internship?
6. How did you select it?
7. Do you feel you had a choice?
8. How would you do it differently next time?
9. To what degree, if any, did monetary considerations enter into the decision?
10. What did you expect to get out of the internship experience? Are your expectations being met? In what ways? If not, why not? For what reasons?
11. Do you have authority on the job? (tell others what to do...)
    a. how do you feel about it?
    b. how does such authority affect friendship?

C. Field Assignment: To what extent do others on the job enjoy freedom? To what extent do they affect your own freedom?

READINGS: Terkel, Working; Tom Brand: pp. 243-249; Barbara Herrick: pp/ 104-111; Phil Stallings: pp. 221-227.

III - YOU AND YOUR CO-WORKERS

Objectives:

1. Increase awareness of how one's perception of others, or relationship to others, affects the freedom of self and others.
2. Increase awareness of selected responses to others according to their status.
3. Identify different and shared opportunities for freedom among peers and supervisors.
4. List/identify ways individual freedom is affected by others on the job.

Discussion Questions:

A. To what extent do others on the job enjoy freedom? (Try to find specific examples for your entries.)

B. How do others (peers, supervisory staff) on the job affect your own freedom?

1. How do you see your co-workers?
2. How do you think they see you? How do you know this?
3. How do you want to be seen by them? (aggressive? assertive? confident?)
4. Can you be yourself with them?
5. How do you feel about your boss (supervisor, department head, etc.)?
6. How did you feel the first time you met this person?
7. How did you feel during the interview? How do you think the person interviewing you felt?
8. What do your boss and co-workers think of your work, and how do you know this?
9. To what extent is your freedom dependent on the performance of others, and vice versa?

C. Field Assignment: Do you want to be free on the job? Review briefly the ways one can identify this feeling.

READINGS: Terkel, Working; Therese Carter: pp. 396-401; Cathleen Moran: pp. 613-625; Donna Murray: pp. 409-413.

IV - HOW MUCH FREEDOM DO YOU WANT?

Objectives:

1. Consider the importance of responsibility on a job to the individual.
2. Consider the importance of independence to the individual.
3. Assess personal skills and preparation regarding responsibility and independence.

Discussion Questions:

A. Do you want to be free on the job?

1. How do you determine what the responsibilities on the job are?
2. What do you do when you don't know what to do?
3. How much responsibility do you have?
4. How much do you want? Why?
5. What does it mean to work independently? Give examples.

6. Does independence mean working alone?
7. Can one work alone and yet not be working independently?
8. Do you want to work independently? Why? Give examples.
9. Do your skills warrant greater autonomy?

B. Field Assignment: To what extent should people be free on the job?

READINGS: Terkel, Working; Charlie Blossom: pp. 571-582; Heather Lamb: pp. 65-69; Hobart Foote: pp. 232-239.

V - EMPLOYER/EMPLOYEE RIGHTS AND RESPONSIBILITIES

Objectives:

1. Consider rights and responsibilities of employer in work setting.
2. Consider rights and responsibilities of employee in work setting.
3. Analyze the relationship, if any, between the rules on the job, and the performance level of employees.
4. Analyze the relationship between individual freedom and work expectations.

Discussion Questions:

A. To what extent should people be free on the job?

1. Should there be limits to individual freedom on the job?
2. What are the expectations of the employer? Are they legitimate? (control vs. standards)
3. What are employer responsibilities to employees?
4. What are the expectations of yourself and other employees with regard to the job and the employer? Are they legitimate?
5. What are employee responsibilities with regard to the job and the employer?
6. How are conflicts worked out on your job? Interpersonal? Non-interpersonal? Is there a better way?
7. What is a rule? Are there different kinds of rules?
8. How are employer expectations best realized? By rules?
9. Could these expectations be realized without rules?
10. What constitutes adequate performance on your job?

Field Assignment: Are work and freedom compatible? (This will give students an opportunity to compare their present thoughts with those written during the first session.)

READINGS: Krishnamurti; Terkel, Working; Mike Lefevre: pp. 1-10.

VI - ARE WORK AND FREEDOM COMPATIBLE?

Objectives:

1. Identify those qualities important to the individual in job/career.
2. Begin to identify the role individual wants work to play in his life.
3. Assess worth of seminar (personal value clarification, etc.)

Discussion Questions:

A. Are work and freedom compatible?

   1. How does Monday morning feel?
   2. What have you found that you like/dislike on your internship?
   3. What things have you found to be important to you on the internship?
   4. What do you want from work/future jobs?
   5. What role do you want work to play in your life?
   6. Do you feel free to choose the job/career of your choice?
   7. Is it possible to feel free in a general sense without feeling free on your job?
   8. Do you/will you feel free to change jobs/careers? Under what circumstances?
   9. What have you learned during this internship? Give two examples.
   10. Describe as best you can, and briefly, the process of learning, as you have experienced it.

B. Written Assignment: Students will be asked to write a minimum of one page in answering the following question: How do you intend going about the selection of your next internship/job? This should be handed in at the next and final session. Daily logs should be handed in at this time.

VII - EVALUATION

Objectives:

1. To assess ability of seminar to meet objectives.
2. To clarify new insights and learning as a result of internship and/or seminar.
3. To evaluate written work as a tool for meeting objectives of seminar.

Process:

1. Written assignments and logs will be submitted. Discussion will follow on the question. How do you intend going about the selection of your next internship/job?

2. Students will be given the paragraphs they had written from the first session on "Are Work & Freedom Compatible?" and will be asked to reconsider their thoughts in a paragraph or more.

3. Students will be asked to write a brief evaluation of the seminar by answering the following question: In what ways could this seminar have been more useful to you? Please explain.

4. Formal Cooperative Education Program Evaluations will be distributed.

Student Copy

INDIVIDUAL FREEDOM AND WORK EXPERIENCE

COOPERATIVE EDUCATION SEMINAR

Prerequisite: HUP 101 - Introduction to Philosophy: Freedom and Human Action

This seminar will offer students the opportunity to become participant-observers on their internships, drawing on readings and discussion from the Introduction to Philosophy course to answer the following questions:

1. What is freedom?
2. To what extent are you free on your job? Are others around you free on the job?
3. Do you want to be free on the job? To what extent?
4. Are work and freedom compatible?

Students will keep a journal based on observations from the work setting that will document personal feelings and observations of others in response to specific questions raised during the seminar sessions.

Brief Reading Assignments will reinforce previous classroom work and add new insights on the topics covered. (Suggested readings will include: Krishnamurti and Studs Terkel.)

A brief written assignment will be required to synthesize the findings from the journal and to offer an analysis of the indivdual student's concept of freedom and work experience. It should be handed in at the last session.

There will be seven sessions which will be team taught by a member of the Philosophy Department and a member of the Division of Cooperative Education.

COOPERATIVE EDUCATION SEMINAR

INDIVIDUAL FREEDOM AND WORK EXPERIENCE

Field Assignment #1

The log or journal will offer students an opportunity to record, on a daily basis, their personal feelings and observations from the work setting. Entries should be brief, and should respond directly to the questions that will be handed out at the start of the quarter. At the end of each period between seminar sessions, students should attempt to review the assigned questions in order to make sure that they have been fully covered. It is suggested that a summary paragraph, reviewing the events of the period, would be an appropriate way to end each series of entries.

Time will be spent during session #2 to review the mechanics of keeping a daily log.

Questions:

GENERAL: To what extent do you feel free on your internship?

SPECIFIC:

1. How do you feel on the job?
2. Are you allowed to make mistakes?
3. Is there a lot of pressure? What kind?
   a. personal
   b. self-inflicted
   c. political
   d. work overload
   e. social, etc.
4. What are the rules on the job, and how do you feel about them?
5. Why did you select this internship?
6. How did you select it?
7. Do you feel you had a choice?
8. How would you do it differently next time?
9. To what degree, if any, did monetary considerations enter into the decision?
10. What did you expect to get out of the internship experience? Are your expectations being met? In what ways? If not, why not? For what reasons?
11. Do you have authority on the job? (tell others what to do...)
    a. how do you feel about it?
    b. how does such authority affect friendship?

Readings: Terkel, Working, Intro: pp. xiii-xxx; Sharon Atkins: pp. 57-60; Tom McCoy: pp. 588-590.

Field Assignment #2

Questions:

A. To what extent do others on the job enjoy freedom? (Try to find specific examples for your entries.)

B. How do others (peers, supervisory staff) on the job affect your own freedom?
   1. How do you see your co-workers?
   2. How do you think they see you? How do you know this?
   3. How do you want to be seen by them? (aggressive? assertive? confident?)
   4. Can you be yourself with them?
   5. How do you feel about your boss (supervisor, department head, etc.)?
   6. How did you feel the first time you met this person?
   7. How did you feel during the interview? How do you think the person interviewing you felt?
   8. What do your boss and co-workers think of your work,and how do you know this?
   9. To what extent is your freedom dependent on the performance of others, and vice versa?

Readings: Terkel, Working, Tom Brand: pp. 243-249, Barbara Herrick: pp. 104-111, Phil Stallings: pp. 221-227.

Field Assignment #3

Questions:

A. Do you want to be free on the job?
   1. How do you determine what the responsibilities on the job are?
   2. What do you do when you don't know what to do?
   3. How much responsibility do you have?
   4. How much do you want? Why?
   5. What does it mean to work independently? Give examples.
   6. Does independence mean working alone?
   7. Can one work alone and yet not be working independently?
   8. Do you want to work independently? Why? Give examples.
   9. Do your skills warrant greater automony?

Readings: Terkel, Working, Therese Carter: pp.396-401, Cathleen Moran: pp. 613-625, Donna Murray: pp. 409-413.

Field Assignment #4

Questions:

A. To what extent should people be free on the job?
   1. Should there be limits to individual freedom on the job?
   2. What are the expectations of the employer? Are they legitimate? (control vs. standards)
   3. What are employer responsibilities to employees?
   4. What are the expectations of yourself and other employees with regard to the job and the employer? Are they legitimate?
   5. What are employee responsibilities with regard to the job and the employer?
   6. How are conflicts worked out on your job? Interpersonal? Non-interpersonal? Is there a better way?
   7. What is a rule? Are there different kinds of rules?
   8. How are employer expectations best realized? By rules?
   9. Could these expectations be realized without rules?
   10. What constitutes adequate performance on your job?

Readings: Terkel, Working, Charlie Blossom: pp. 571-582, Heather Lamb: pp. 65-69, Hobart Foote: pp. 232-239.

Field Assignment #5

Be prepared to hand in the log and written assignment at the last session.

Questions.

A. Are work and freedom compatible?
   1. How does Monday morning feel?
   2. What have you found that you like/dislike on your internship?
   3. What things have you found to be important to you on the internship?
   4. What do you want from work/future jobs?
   5. What role do you want work to play in your life?
   6. Do you feel free to choose the job/career of your choice?
   7. Is it possible to feel free in a general sense without feeling free on your job? And vice versa?
   8. Do you/will you feel free to change jobs/careers? Under what circumstances?
   9. What have you learned during this internship? Give two examples.
   10. Describe as best you can, and briefly, the process of learning, as you have experienced it.

Readings: Krishnamurti; Terkel, Working, Mike Lefevre: pp. 1-10.

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